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ABSTRACT

Designed to facilitate the dissemination of information, particularly within Miami-Dade Community College (M-DCC), this report consolidates transfer statistics on Florida's community colleges provided by several state sources. These sources include the annual Articulation Report published by the Division of Community Colleges, the annual State University System (SUS) Factbook published by the Board of Regents, the state-level program review, and a data file produced annually as part of the placement and follow-up process mandated by the state. Selected findings presented in the report include the following: (1) the number of community college transfers increased by almost 25,000 students between fall 1979 and fall 1989, with 17% of the fall 1989 transfers listing M-DCC as the last college they had attended; (2) 58% of the 1988-89 Associate in Arts (A.A.) graduates from M-DCC immediately transferred to the SUS, while 63% of the A.A. graduates systemwide transferred; (3) over 75% of the M-DCC A.A. graduates who immediately continued their schooling in the SUS chose to attend Florida International University; (4) by far, the most popular major for M-DCC transfers was the Business and Management program, selected by 31% of A.A. graduates enrolled in 1988-89; (5) overall, 33% of M-DCC transfers had grade point averages above 3.0, compared to 38.5% of four-year college natives; and (6) during 1989-90, 26% of the upper-division native students graduated, compared to 20% of the community college transfers. The report includes a discussion of the implications of the findings, as well as extensive data tables from which the findings are drawn. (JMC)

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Research Report No. 91-05R

March 1991

Miami-Dade Community College
District Administration

Institutional Research

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Miami-Dade Community College

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Miami-Dade Community College

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The Community College and Transfer:

Some Indicators from State Data

Introduction

The community college has many missions, including preparing students for jobs, serving non-degree seekers, and addressing community needs. In addition, one of the major missions, especially for Florida community colleges, is to prepare students for upper division work. The Florida system is often cited as facilitative to transfer because of its common course numbering system and an articulation agreement guaranteeing admission to the State universities for Associate in Arts (A.A.) graduates. The system is designed so that many, and perhaps most, students will first attend community colleges and then transfer for upper division work to the State University System (SUS).

In recent years, the State has taken an increasingly active role in monitoring the fulfillment of the transfer mission. The community colleges and State University System are required to submit a variety of information to the State. In turn, information is fed back to the community college in the form of reports and data files.

The purpose of this study is to consolidate some of the information provided by the State and to present it in summary form where it can reach a broader Miami-Dade Community College (M-DCC) audience. The data will be used to answer the following questions:

1. How large is the transfer function? How much of the student body in the State University System consists of community college students? How much consists of M-DCC students? Are there more new transfers than new freshmen?

2. Do A.A. graduates enroll immediately in the State University System? What percentage of M-DCC graduates continue their education within one year in the State University System? How does M-DCC's transfer rate compare to other community colleges?

3. What State institutions are M-DCC graduates likely to select? What are the most popular majors for these students?

4. How well do M-DCC students perform in the State University System? Do they perform as well as university natives? Do they perform equally well in all majors?

Data Sources

Several sources were used to compile the information contained in this report. One is the Articulation Report published annually since 1973 by the Division of Community Colleges. It is based on an analysis of the Student Data Course File which contains records of all students enrolled in the State universities each semester. The file includes information on degree attainment and the last institution attended so analyses by community college can be conducted.

Another data source is the SUS Factbook. This annual document is published by the Board of Regents and contains a small amount of transfer information within their section on admissions.

The data required through state-level Program Review also served as a source. Since 1986, the Division of Community Colleges has distributed to the Articulation officer on each community college campus a packet of tables pertaining to the performance of their Associate in Arts graduates in the State University System. The information is for local program review and is labelled "Level I Data Display". At Miami-Dade, the Director of Articulation and Curriculum Development in the Office of the Vice-President for Education receives this information. The data are based on all A.A. graduates from M-DCC who are in the SUS during that reporting year. The tables include comparisons of A.A. graduates' performance with that of State University System "natives", defined as students whose first enrollment was at a State university and who remained enrolled at the same university for more than 60 hours.

The final data source used for this report is a data file produced annually as part of the Placement and Follow-up process mandated by the State. Every year, Miami-Dade sends a tape to the State that includes the names and social security numbers of the previous

year's Associate in Science (A.S.) and Associate in Arts (A.A.) graduates. In addition, the tape contains the same information on M-DCC "leavers". "Leavers" are defined as students who have not re-enrolled for two major terms and who completed at least 15 credits toward the A.S. or 24 credits toward the A.A degree (excluding college preparatory and English as a Second Language courses). The state then searches several databases and returns the tape with information on whether the student has enrolled in the SUS or another community college, been employed at a workplace in Florida that contributes to workman's compensation, or joined the military.

Results

Contribution of Community Colleges to Upper Division

Over the past ten years, the number of community college transfers boomed. As shown by Table 1, the number of transfers grew by almost 25,000 students between Fall 1979 and Fall 1989 when the number of community college transfers currently enrolled in the SUS reached more than 59,000. This figure accounted for 77% of upper division and 50% of undergraduate enrollment in the SUS. (See Table 1.)

A significant number of transfers came from Miami-Dade (see Table 1). In Fall 1989, 17% of the transfers listed M-DCC as the last college they attended. The 9,983 students from M-DCC accounted for 13% of the total upper division enrollment. That figure translates into 1 in 8 students in the upper division from Miami-Dade.

Another way to assess the size of the transfer phenomenon is to study only new students rather than all students currently enrolled. Table 2a displays the number of new Fall transfers from the community colleges based on their entering degree status. While over 65% of new Fall 1989 transfers came with their A.A. degrees, over 30% lacked an associate's degree. This figure is higher than ten years ago and may be due to allowing students to begin upper division work after passing three of four parts of the College-Level Academic Skills Test (CLAST), but not allowing students to receive their A.A. degree until all four parts are passed.

It appears from these results that M-DCC is sending proportionally fewer new students to the SUS than ten years ago. In Fall 1979, M-DCC sent 19% of the new community college transfers while in Fall 1989 that figure was 13%. Table 2b provides information that indicates that the number of M-DCC A.A. graduates has declined even as enrollment grew. The drop in graduates was particularly steep after the first implementation of the CLAST and then after every subsequent increase in the CLAST passing scores.

While A.A. graduates are guaranteed admission to the SUS, not all community college transfers who wish to attend the SUS are admitted. As shown by Table 3, about 75% of the transfers who applied for the Fall of 1989 were admitted compared to 54% of the potential new SUS freshmen. Possible reasons for non-admittance for transfers include lack of an A.A. degree and low test scores.

Which contributes more to new Fall SUS enrollment--new SUS freshmen or new transfers from the community college? Table 3 indicates that the number enrolled in the SUS freshman class was somewhat larger than the size of the community college transfer class. For this combined group of new SUS students, 46% were from the community colleges and 54% were SUS freshmen. At some state institutions, however, community college transfers made up a large portion of the new student body (e.g., FIU, FAU).

Continuing On: The Rate of Transfer

The State does not provide data to ascertain the proportion of community college students who eventually transfer or the proportion who transfer to somewhere other than the State system. Data are provided, however, on students who graduate one year and who enroll in the SUS the following Fall semester. While seriously underestimating the overall transfer rate, the data do nevertheless provide valuable information on initial transfer rates.

As shown by Table 4, 58% of the 1988-89 A.A. graduates from Miami-Dade immediately transferred to the State University System. This is a 22% gain compared to only five years ago when the percentage was 47%.

The percentage of Miami-Dade A.A. graduates who immediately transferred was slightly lower than for the community college system as a whole. As shown by Table 5, 63% of the A.A. graduates systemwide immediately enrolled in the SUS compared to 58% of M-DCC graduates. Adding the number who re-enrolled in the community college system after graduation brings the percentage who were continuing their education in the state system to 69% for all A.A. graduates and 66% for M-DCC graduates for the Fall following graduation.

Popular Institutions and Majors

Over 75% of M-DCC A.A. graduates who immediately continued their schooling in the SUS chose to attend Florida International University (FIU), the state university located in Miami (see Table 6). Less than 10% chose each of the other state universities. These figures, of course, fail to reflect students who chose private or out-of-state colleges. A previous study of transfer (Belcher, 1987) indicated that the number transferring was increased by about 20% when several local private schools were added to the analysis.

By far, the most popular major for Miami-Dade transfers was the Business and Management program, selected by 31% of the A.A. graduates enrolled in 1988-89. Other popular majors listed in descending order of choice were Engineering and Related Technology (11.2%), Computer and Information Sciences (9.0%), Education (8.0%), Psychology (6.8%), and Social Sciences (6.4%). These selections are similar to the majors chosen by a majority of university natives, allowing for a difference in emphasis. See Table 7 for full results.

Student Performance in the SUS

Do Miami-Dade's A.A. graduates have grade point averages that are equivalent to university native students' GPAs? Do some state universities appear to be more difficult for M-DCC graduates than others? Table 8 provides some answers. Overall, 33% of Miami-Dade transfers had grade point averages above 3.0 compared to 38.5% of natives. These two figures are close, especially given the "transfer shock" phenomenon (e.g. Hills, 1965), initial eligibility differences for upper division, and the greater number of credits used

to calculate native students' GPAs compared to A.A. graduates (see the discussion below for further elaboration of this point). There was a wider gap, however, between M-DCC and native students in maintenance of a satisfactory GPA. In all, 12% of M-DCC students had a GPA below 2.00 compared to only 2% of the SUS natives. These figures remained fairly stable across state universities.

Table 9 displays the GPAs of M-DCC students and SUS native students for the most common majors at the most popular institutions. In Business and Management, 13% of M-DCC students had a GPA of under 2.0 compared to 1% of native students. Similar results were found for Computer and Information Sciences, Engineering and Related Technology, and Psychology. Only in the area of Education did M-DCC transfers match or exceed SUS natives in terms of GPA.

Table 10 provides data which seem to indicate that community college transfers in general, and not only at M-DCC, are more likely to have unsatisfactory GPAs compared to SUS natives--10% have GPAs below 2.0 compared to 2% of natives. However, about the same percentage (38% vs. 39%) had GPAs above 3.0, an indicator of the diversity of community college students.

Table 10 data also show that community college transfers were slower to graduate and took fewer hours per semester. While 26% of the upper division native students graduated during 1989-90, only 20% of the community college transfers did. An obvious reason for this difference is the average number of credits taken each semester. While native students averaged 10.8 credits, community college transfers averaged 9.1. Thus, it appears that many community college transfer students continue the part-time enrollment patterns they exhibited while at the community college.

Discussion

The Office of Institutional Research expends considerable resources providing data to the State. It is a benefit, therefore, to be able to gain useful information from the effort

required. While the resulting information provides a broader view than one relying only on local information, care must be taken in interpreting the information provided from the State, especially because of lack of knowledge of definitions and selection criteria. For example, when students are counted as being in a program in upper division, does that mean that they have been formally accepted or simply indicated on their registration forms the program of study they planned to pursue? How are students counted who enroll for one semester but withdraw prior to the end of the semester? Are their GPAs indicated as 0.0? Are they completely eliminated from the analysis?

Keeping these caveats in mind and using several data sources, we can conclude that community colleges provide state universities with an increasingly large number of students. Community college transfers account for 50% of undergraduate enrollment in the SUS, up from 39% ten years ago, and for 46% of new enrollees in the Fall. An increasing number are transferring without their A.A. degrees. At last count (1989-90), almost 10,000 M-DCC students were enrolled in the SUS, accounting for about 13% of upper division enrollment. Compared to 10 years ago, however, M-DCC is producing fewer graduates and SUS transfers.

Over half (58%) of M-DCC A.A. graduates continue their education in the State University System the Fall immediately after graduation compared to 63% statewide. Most remain in the local area, with over 75% choosing to attend FIU. The most popular majors were Business and Management (31%), Engineering (11%), Computer and Information Sciences (9%), Education (8%), Psychology (7%), and Social Sciences (6%). These six majors accounted for over 70% of the student choices of major. The top three majors--all technically oriented--accounted for half of all student choices.

It is troubling to find that Miami-Dade graduates are not performing as well as native university students in four of the five most popular majors. In these programs, 13-17% of M-DCC graduates had grade point averages of less than 2.0 compared to 1-3% of university natives.

The phenomenon of "transfer shock" provides one explanation. "Transfer shock" is defined as a drop in grade point average which occurs when a student transfers from the community college to the four-year institution. As long ago as 1965, Hills reviewed 46 studies and found evidence of transfer shock in 44 of them. He concluded that students who transfer should expect an initial drop in their grades, some recovery over time, but GPAs which remain lower than native students. Students who had the most difficulty were those who majored in "quantitative" subjects and who transferred to major State universities (Hills, 1965). Note that a majority of M-DCC students majored in quantitative subjects and the data were based on major State universities. In addition, the analyses were based on cumulative grade point average. This provides an additional advantage to native students since they have survived at a single institution for more than 60 credits, and a bad grade at this point will change their GPA very little. For a community college transfer with few prior SUS credits, however, one bad grade can be disastrous.

These explanations serve to highlight the necessity of community college transfers being ready to "hit the ground running". Anne Baldwin is currently completing her dissertation on factors which enhance or inhibit transfer success in these quantitative disciplines and will make results available when her study is completed.

Taken as a whole, these data seem to indicate that the transfer mission is serving a valuable function. The system, however, may need some fine-tuning to further prepare community college graduates for coursework in their chosen major. Perhaps the best final use for this admittedly less-than-perfect data would be to add to the dialogue between the community college and the departments receiving most of our graduates on how we each can better serve our common students.

Table 1

Community College Transfers as a Percent of the State University System (SUS) Enrollment

	Fall 1989	Fall 1983	Fall 1979
SUS Upper and Lower Division Enrollment	118,399[1]	100,506[3]	88,086[5]
SUS Upper Division Enrollment	76,612[1]	71,631[3]	58,204[5]
Community College Transfers to SUS	59,294[2]	43,773[4]	34,344[6]
M-DCC Transfers to SUS	9,983[2]	8,903[4]	6,186[6]
Percent in Upper or Lower Division From Community Colleges	50.1	43.6	39.0
Percent in Upper Division from Community Colleges	77.4	61.1	59.0
Percent in Upper Division from M-DCC	13.0	12.4	10.6
Percent of Community College Transfers From M-DCC	16.8	20.3	18.0

[1]1989-90 SUS Fact Book, Table 26a.

[2]Articulation, Fall 1989, Table 7.

[3]1983-84 SUS Fact Book, Table 26a.

[4]Articulation, December 1984, Table 7.

[5]1979-80 SUS Fact Book, Table 23a.

[6]Articulation, December 1982, Table 7.

Table 2a

New Fall SUS Transfers From Community Colleges by Entry Degree Status

	Fall 1989		Fall 1983		Fall 1979	
	Number	Percent of Total	Number	Percent of Total	Number	Percent of Total
Miami-Dade Community College						
Transfer With No Degree	394	28.9	292	17.4	603	35.2
Transfer With An A.A.	941	68.9	1,343	80.0	1,028	60.0
Transfer With An A.S.	30	2.2	43	2.6	83	4.8
Total	1,365	100.0	1,678	100.0	1,714	100.0
All Community Colleges						
Transfer With No Degree	3,228	32.5	3,034	29.4	2,398	26.3
Transfer With An A.A.	6,665	65.2	6,913	67.1	6,294	69.0
Transfer With An A.S.	237	2.3	362	3.5	434	4.7
Total	10,230	100.0	10,309	100.0	9,126	100.0
Percent of New Transfers From M-DCC		13.3		16.3		18.8

Source: Table 9 of SUS Factbook 1983-84
Table 9 of SUS Factbook 1989-90
Table 7 of SUS Factbook 1979-80

Table 2b

Miami-Dade Community College
Associate in Arts Graduates and
Credit Enrollment Headcount

Year	Associate in Arts Graduates	Credit Enrollment
1978-79	4,185	69,503
1982-83	4,107	65,393
1988-89	3,350	71,990

Note: 1978-79 and 1982-83 figures are based on the academic year (e.g., 78-1, 78-2, 78-3, 78-4) while 1988-89 figures are based on State reporting year (87-3, 87-4, 88-1, 88-2).

Table 3

Admission and Registration Headcount and Percentages by Type of Student and University, Fall 1989

	SUS	SUS*	UF	FSU	FAMU	USF	FAU	UWF	UCF	FIU	UNF
First-Time-in-College:											
Number of Applicants	49,215	35,408	12,241	12,507	4,376	7,489	2,162	1,200	5,580	2,650	1,010
Number Admitted	26,400	20,259	6,492	6,708	2,385	5,148	860	933	2,099	1,168	607
Percent of Applicants Admitted	53.6	57.2	53.0	53.6	54.5	68.7	39.8	77.8	37.6	44.1	60.1
Number Enrolled	12,228	12,228	2,746	2,692	1,423	2,336	359	488	1,265	728	254
Percent of Admitted Enrolled	46.3	60.4	42.3	39.2	59.7	45.4	41.7	52.3	60.3	62.3	41.8
Community College Transfers:											
Number of Applicants	19,053	15,996	3,154	3,921	476	3,301	1,377	861	2,610	2,525	828
Number Admitted	14,497	12,958	1,720	2,868	234	2,922	1,175	782	2,220	1,812	764
Percent of Applicants Admitted	76.1	81.0	54.5	73.1	49.2	88.5	85.3	90.8	85.1	71.8	92.3
Number Enrolled	10,577	10,575	1,342	2,012	167	2,003	863	621	1,602	1,391	576
Percent of Admitted Enrolled	73.0	81.6	78.0	70.2	71.4	68.5	73.4	79.4	72.2	76.8	75.4
Percent of New Students Who Are Transfers	46.4	46.4	32.8	42.8	10.5	46.2	70.6	56.0	55.9	65.6	69.4

*This column is new to the Factbook this year. It shows an unduplicated count of individuals, regardless of how many applications they may have submitted to SUS institutions.

Source: Table 3 of SUS Factbook 1989-90

Table 4

Percentage of Miami-Dade Community College
Associate in Arts Graduates
Immediately Continuing Their Education in the
State University System (SUS)
1983-84 and 1988-89

	1988-89	1983-84
Number of Associate in Arts Graduates	3,202	3,719
Number Found in SUS Next Fall	1,863	1,761
Percent Found in SUS Next Fall	58.2	47.4

Source: Placement and Follow-up files, 1983-84 and 1988-89.

Note: Excludes students without social security numbers.

Table 5

1988-89 Associate of Arts Graduates' Outcomes
For Records Reported for Follow-Up Data Collection

	A.A. Reported	Continuing Education SUS	Continuing Education Community College	Not Continuing Education Found Employed	In Military Service	Not Found At All	Percent of All With Match Data	Percent Not Continuing Education (SUS or Community College)
Brevard	1,033	614 (59%)	94 (9%)	199	1	125	88%	31%
Central Florida	346	199 (58%)	30 (9%)	71	1	45	87%	34%
Chipola	195	134 (69%)	5 (3%)	33	0	23	88%	29%
Daytona	473	313 (66%)	28 (6%)	76	1	55	88%	28%
FCCJ	1,034	662 (64%)	74 (7%)	179	0	119	88%	29%
Florida Keys	54	24 (44%)	7 (13%)	15	0	8	85%	43%
Gulf Coast	344	228 (66%)	25 (7%)	55	0	36	90%	26%
Indian River	317	184 (58%)	27 (9%)	67	0	39	88%	33%
Broward	1,036	665 (64%)	62 (6%)	199	0	110	89%	30%
Lake City	171	92 (54%)	18 (11%)	42	0	19	89%	36%
Manatee	555	364 (66%)	2 (0%)	125	0	64	88%	34%
Miami-Dade	3,207	1,863 (58%)	245 (8%)	687	1	411	87%	34%
Okaloosa-Walton	308	208 (68%)	18 (6%)	46	0	36	88%	27%
Palm Beach	970	661 (68%)	51 (5%)	170	0	88	91%	27%
Pensacola	730	482 (66%)	33 (5%)	98	0	117	84%	29%
Polk	411	234 (57%)	24 (6%)	101	0	52	87%	37%
Santa Fe	915	621 (68%)	80 (9%)	119	1	94	90%	23%
Seminole	566	390 (69%)	30 (5%)	107	0	39	93%	26%
South Florida	89	43 (48%)	6 (7%)	25	0	15	83%	45%
St. John's	148	72 (49%)	14 (9%)	43	0	19	87%	42%
St. Petersburg	1,437	900 (63%)	9 (1%)	340	2	186	87%	37%
Tallahassee	1,043	803 (77%)	34 (3%)	123	0	83	92%	20%
Pasco-Hernando	194	101 (52%)	9 (5%)	56	0	28	86%	43%
Valencia	1,282	804 (63%)	81 (6%)	246	0	151	88%	31%
Hillsborough	934	622 (67%)	35 (4%)	176	0	101	89%	30%
Total	17,792	11,283 (63%)	1,041 (6%)	3,398	7	2,063	88%	31%

Source: Report Prepared for the Postsecondary Education Planning Commission by Florida Educational Training Placement Information Progress.

Note: This database lacks later information available in Placement and Follow-up analyses. Anyone without a social security number was eliminated from the analysis.

Table 6

State Universities Selected by Miami-Dade Community College Associate in Arts Graduates Who Immediately Continued Their Education 1983-84 and 1988-89

	1988-89		1983-84	
	Number	Percent	Number	Percent
Florida International University (FIU)	1,425	76.6	1,371	77.9
University of Florida (UF)	117	6.3	171	9.7
Florida State University (FSU)	174	9.3	100	5.7
Florida Atlantic University (FAU)	53	2.8	68	3.9
University of South Florida (USF)	49	2.6	32	1.8
University of Central Florida (UCF)	21	1.1	10	0.6
Florida Agricultural/Mechanical University (FAMU)	19	1.0	7	0.4
University of West Florida (UWF)	3	0.2	1	-
University of North Florida (UNF)	2	0.1	1	-
Total	1,863	100.0	1,761	100.0

Source: Placement and Follow-up files, 1988-89 and 1983-84.

Table 7

Program Enrollment at the
State University System
1988-89

	Enrollees in Program			
	M-DCC Transfer		SUS Native	
	Number	Percent	Number	Percent
Agriculture Science/Business Production	11	0.2	232	1.0
Allied Health	54	1.2	239	1.0
Architecture & Environment Design	37	0.8	304	1.3
Business & Management	1,418	31.2	5,871	24.7
Communication & Communication Technologies	177	3.9	1,954	8.2
Computer & Information Science	409	9.0	693	2.9
Education	362	8.0	2,319	9.7
Engineering & Related Technology	509	11.2	2,755	11.6
Foreign Language/Area & Ethnic Studies	45	1.0	182	0.8
Health Science	151	3.3	614	2.6
Home Economics	49	1.1	255	1.1
Law	1	0.0	10	0.0
Letters	83	1.8	1,005	4.2
General Studies/Interdisciplinary	112	2.5	773	3.2
Library & Archival Sciences	0	0.0	0	0.0
Life Sciences	99	2.2	868	3.6
Mathematics	19	0.4	231	1.0
Parks & Recreation Management	6	0.1	58	0.2
Philosophy/Religion/Theology	8	0.2	75	0.3
Physical Science	81	1.8	327	1.4
Psychology	310	6.8	968	4.1
Public Affairs & Protective Services	214	4.7	699	2.9
Renewal Natural Resource	3	0.1	29	0.1
Social Sciences	292	6.4	2,514	10.6
Visual & Performing Arts	94	2.1	691	2.9
Unclassified	1	0.0	146	0.6
Total	4,545	100.0	23,812	100.0

Source: Articulation, Fall 1989, Table 15.

Table 8

Performance of M-DCC
Associate in Arts Graduates in the State University System
Compared to SUS Native Students by University
1989-90 (Summer, Fall, Winter Terms)

University	Total Enrollees in All Disciplines		GPA >3.00				GPA <2.00			
			M-DCC Transfer		SUS Native		M-DCC Transfer		SUS Native	
	M-DCC Transfer	SUS Native	Number	Percent	Number	Percent	Number	Percent	Number	Percent
FIU	3,671	1,327	1,219	33.2	634	47.8	426	11.6	27	2.0
FSU	457	5,882	115	25.2	2,018	34.3	62	13.6	147	2.5
UF	359	10,207	119	33.1	4,369	42.8	41	11.4	153	1.5
FAU	157	343	54	34.4	158	46.1	25	15.9	4	1.2
USF	137	4,523	39	28.5	1,597	35.3	16	11.7	113	2.5
UCF	68	1,133	23	33.8	451	39.8	6	8.8	17	1.5
UNF	7	322	4	57.1	108	33.5	1	14.3	14	4.3
UWF	13	351	8	61.5	159	45.3	0	0.0	9	2.6
FAMU	28	1,611	16	57.1	400	24.8	0	0.0	55	3.4
Total	4,897	25,699	1,597	32.6	9,893	38.5	577	11.8	539	2.1

Source: Level I Data Display

Table 9

Performance of M-DCC Associate in Arts Graduates in the State University System Compared to SUS Native Students by Major 1989-90 (Summer, Fall, Winter Terms)

University	Total Enrollees in All Disciplines		GPA >3.00				GPA <2.00			
			M-DCC Transfer		SUS Native		M-DCC Transfer		SUS Native	
	M-DCC Transfer	SUS Native	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Business and Management										
FIU	1,249	470	272	21.8	205	43.6	155	12.4	6	1.2
FSU	138	1,616	23	16.6	551	34.1	27	19.5	10	0.6
UF	39	1,971	13	33.3	944	47.9	4	10.2	8	0.4
FAU	45	127	9	20.0	49	38.5	6	13.3	0	0.0
USF	24	1,107	6	25	382	34.5	3	12.5	28	2.5
Total	1,495	5,291	323	21.6	2,131	40.3	195	13.0	51	1.0
Computer and Information Sciences										
FIU	347	87	87	25.0	34	39.0	58	16.7	3	3.4
FSU	8	71	0	0.0	22	30.9	1	12.5	4	5.6
UF	10	263	1	10.0	88	33.4	2	20.0	4	1.5
FAU	16	22	5	31.2	10	45.4	5	31.2	0	0.0
USF	-	-	-	-	-	-	-	-	-	-
Total	381	443	93	24.3	154	34.7	66	17.3	11	2.5
Engineering and Related Technology										
FIU	337	162	88	26.1	65	40.1	56	16.6	3	1.8
FSU	10	195	2	20.0	57	29.2	2	20.0	16	8.2
UF	81	1,472	21	25.9	651	44.2	14	17.2	26	1.8
FAU	45	44	19	42.2	19	43.1	5	11.1	3	6.8
USF	17	655	3	17.6	245	37.4	3	17.6	25	3.8
Total	490	2,528	133	27.1	1,036	40.1	80	16.3	73	2.9
Education										
FIU	343	136	227	66.1	84	61.7	9	2.6	1	0.7
FSU	50	598	17	34.0	234	39.1	2	4.0	2	0.3
UF	22	923	12	54.5	271	29.4	5	22.7	19	2.1
FAU	10	14	6	60.0	12	85.7	1	10.0	0	0.0
USF	20	558	6	30.0	225	40.3	1	5.0	5	0.9
Total	445	2,229	268	60.2	826	37.1	18	4.0	27	1.2
Psychology										
FIU	287	43	110	38.3	23	53.4	46	16	2	4.6
FSU	39	308	10	26.3	95	30.8	7	18.4	16	5.1
UF	20	406	8	40.0	257	63.3	3	15.0	1	0.2
FAU	1	13	1	100.0	4	30.7	0	0.0	0	0.0
USF	17	194	6	35.2	77	39.6	1	5.8	5	2.5
Total	364	964	135	37.1	456	47.3	57	15.7	23	2.4

Source: Level I Data Display.

Table 10

Florida Community Colleges A.A. Graduates Performance in State University System
1989-90 (Summer, Fall, Winter Terms)

Discipline	Unduplicated Upper Division Headcount		Mean Cumulative GPA		Percent 3.0 & Above		Percent Below 2.0		Percent Graduated		Average Student Semester Hours Per Term	
	C.C.	Natives	C.C.	Natives	C.C.	Natives	C.C.	Natives	C.C.	Natives	C.C.	Natives
Agriculture Science/ Business Production	163	283	2.56	2.52	25.7	14.8	11.0	2.4	21.4	22.6	10.8	11.0
Allied Health	344	274	2.98	3.02	54.6	57.6	4.6	0.7	27.3	27.3	10.5	10.9
Architecture & Env. Design	347	334	2.91	2.82	50.4	36.8	2.5	1.8	20.1	18.5	10.3	10.7
Business & Management	9,978	6,187	2.62	2,87	27.9	39.9	12.9	1.1	18.4	27.9	8.0	10.6
Communication & Communication Technology	2,031	1,995	2.70	2.91	32.8	45.3	8.9	0.8	22.8	32.9	9.5	10.8
Computer & Info. Science	1,227	682	2.65	2.73	32.6	30.7	15.0	3.3	16.8	24.3	6.5	9.0
Education	5,552	2,597	2.96	2.79	56.3	37.0	3.7	1.6	24.0	28.7	11.3	12.0
Engineering & Rel. Tech.	2,916	2,888	2.66	2.80	30.9	39.5	13.9	2.9	16.9	19.6	8.7	10.4
Foreign Language/Area & Ethnic Studies	145	231	3.03	2.86	57.2	42.4	5.5	2.6	20.6	22.9	8.5	10.7
Health Science	855	635	2.97	2.89	55.3	40.9	4.5	1.1	23.0	27.7	10.1	12.1
Home Economics	284	270	2.69	2.67	28.8	25.9	8.1	1.1	22.5	38.5	10.6	11.7
Law	166	10	2.90	2.97	51.8	50.0	5.4	0.0	22.8	40.0	8.7	10.7
Letters	857	1,178	2.85	2.79	45.3	35.0	5.8	1.9	19.4	29.8	9.2	10.8
Lib/General Studies & Multi/Interdisciplinary Studies	654	337	2.71	2.81	40.8	41.2	11.1	2.9	20.8	18.4	8.1	8.8

Source: Level I Data Display, 1989-90.

Table 10
(continued)

Florida Community Colleges A.A. Graduates Performance in
State University System
1988-89 (Summer, Fall, Winter Terms)

Discipline	Upper Division Headcount		Mean Cumulative GPA		Percent 3.0 & Above		Percent Below 2.0		Percent Graduated		Average Student Semester Hours Per Term	
	C.C.	Natives	C.C.	Natives	C.C.	Natives	C.C.	Natives	C.C.	Natives	C.C.	Natives
Library & Archival Sci.	1	0	2.00	0.00	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0
Life Sciences	808	966	2.63	2.96	29.7	53.3	17.4	2.6	12.0	24.8	8.7	10.9
Mathematics	216	265	2.69	2.86	36.5	44.9	13.8	2.2	19.4	27.5	8.1	9.6
Parks & Recreation Manag.	43	59	2.91	2.85	58.1	30.5	2.3	0.0	41.8	32.3	11.0	12.0
Philosophy, Religion & Tech.	49	72	2.99	2.87	55.1	40.2	4.0	5.5	18.3	25.0	8.5	8.6
Physical Science	335	350	2.64	2.91	31.3	49.7	17.6	4.5	17.3	16.8	8.5	9.2
Psychology	1,734	1,107	2.78	2.91	40.7	47.2	11.4	2.4	17.9	28.2	8.8	11.2
Public Affairs & Protective Services	1,496	852	2.73	2.64	37.3	24.3	10.0	3.4	19.2	26.2	9.2	10.8
Renew. Natural Resources (Forestry)	41	36	2.71	2.62	24.3	22.2	12.2	5.5	19.5	11.1	8.2	11.1
Social Science	2,730	2,764	2.66	2.70	33.8	29.9	11.3	2.8	20.4	29.5	9.2	10.6
Visual & Performance Arts	762	783	2.98	2.88	57.2	45.5	4.9	1.4	19.8	22.7	9.0	10.4
Unclassified	109	555	2.34	2.55	22.9	20.5	22.9	7.0	0.0	0.0	6.6	9.9
Total	33,816	25,710	2.74	2.82	37.8	38.5	10.3	2.1	19.8	26.3	9.1	10.8

Source: Level I Data Display, 1989-90.

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